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U. S. DEPARTMENT OF AGRICULTURE,  
STATES RELATIONS SERVICE.

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**HOW TEACHERS OF ELEMENTARY SCHOOLS MAY USE  
FARMERS' BULLETIN NO. 881, SALTING, FERMENTA-  
TION, AND PICKLING OF VEGETABLES.**

*Range of use.*—All rural sections of the United States.

*Relation to the course of study.*—This bulletin will be found useful in classes in agriculture and home economics. It will be especially helpful in courses in food conservation. Correlations with other subjects are abundant.

*Topics for study.*—Topic 1. Advantages of fermenting and salting methods: Utilization of containers not suited for other purposes; economy of time (p. 3).

Topic 2. General principles of the method: Extraction of the sugar by the salt and pressure, fermentation to a certain point, formation of acid, prevention of growth of molds and bacteria, flavor developed (pp. 3 and 4).

Topic 3. Equipment needed: Wooden or stone containers, supply of fine salt, clean white cloth, board covers, weights, paraffin, scales and measures (pp. 4 and 5).

Topic 4. Methods of preservation: A. Fermentation with dry salting—preparation of vegetables, packing and salting, weighting, allowing to stand, storing, excluding air (*a*) with paraffin, (*b*) by heading the barrel or keg, (*c*) by using an oil sealer. Vegetables that may be treated by this method; specific directions for each (pp. 5–9).

B. Fermentation in brine—preparation of vegetables, preparing the brine, packing and brining, storing, excluding the air. Vegetables that may be preserved by this method; specific directions for each (pp. 9–11).

C. Salting without fermentation—preparation of the vegetables, packing and salting, weighting, excluding the air. Vegetables that may be preserved by this method; specific directions for each (pp. 11 and 12).

Topic 5. Care and storage of fermented and salted products. Causes of most of the troubles in this method—where stored; how protected (p. 12).

Topic 6. Preparation of fermented and salted vegetables for the table. Recipes for these products (pp. 12-15).

*Class exercises.*—These lessons should be made as practical as possible. Study the general practice of the district as to these methods of preservation. Which one seems to be most common? What products are preserved by this method? What products are preserved by the other methods mentioned in the bulletin? If there is a school garden, it may be found practical to demonstrate at school the different methods of preserving. This demonstration may be made still more practical by having a community meeting at such an hour as may be deemed best, inviting the friends and patrons of the district. The county agent may be invited to cooperate in this demonstration. The pupils of the school may furnish a short entertainment, and then the discussion and demonstration may follow. If the vegetables are not raised in the school garden they may be procured from some farm home garden in the district. The quantities need not be large, and the containers may be borrowed from or donated by someone in the district.

A series of meetings may be held and the various phases of food conservation, such as storage, canning, and drying, may be discussed and demonstrated. If possible, the class may visit a farm home where preserving by the methods discussed in this leaflet is being carried on. The teacher will quite likely find that these valuable methods of food saving are not commonly or widely used. For economic reasons these methods should be encouraged.

*Correlations.*—Written or oral reports upon the methods used in the general farm practice of the district can be utilized to advantage for language work. In case a public demonstration is held the class may write up a report of this meeting with profit.

In arithmetic, problems will be suggested as to the amount and value of the products preserved; the amount of money saved to the district as a result of this conserving of products.

ALVIN DILLE,  
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